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JOURNAL OF EDUCATION

A WEEKLY FOR SCHOOL EXECUTIVES AND TEACHERS

Boston, Mass.
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JOURNAL OF EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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Editorials

The Junior High School

THE junior high school is one of the most important, if not the most important creation of modern education. It is a serious professional attempt to adapt American education to the youths of this day.

Traditional and conventional American education adapted children and youths to traditional education. The junior high school seeks to modernize the spirit of American education in this regard.

More than a third of a century ago a few city superintendents more or less independently, if not accidentally, attempted to create a distinction under the designation "Intermediate," between elementary school pupils and high school students.

There were vigorous professional protests from both the elementary and the high school principals and teachers, and the success of the experiment was impractical until the public could see that there is a scientific as well as professional demand for so radical a change.

Today there is a general acceptance of the fact that seventh and eighth grade pupils are physically, mentally and socially radically distinct from fifth and sixth grade pupils, and equally apart from tenth, eleventh, and twelfth grade students.

This distinction was so clear and so great that fully one-third of those who were promoted to the high school to satisfy the reputation of the elementary school principal were uncomfortable and dropped out of the high school early.

When the public began to realize that seventh and eighth grade pupils are as different from tenth, eleventh, and twelfth grade pupils, physically, mentally, and socially, as green fruit is from ripe fruit, there was a general demand for an opportunity for this group of pupils to ripen before their abilities were harvested for the market of life in the senior high school and college.

Green fruit has neither juice nor flavor, while ripened fruit has a personality flavor which reveals the inherited variety as distinct from all other varieties. This is what the junior high school develops in boys and girls. It prepares seventh, eighth, and ninth grade pupil-students to discover themselves, and enables teachers, principals and parents to know whether they are academic and professional minded or industrially or commercially minded.

For a time there was an heroic attempt to make teachers and pupil-students use traditional elementary or high school textbooks, but the success of the junior high school makes it indispensable that textbooks be created to meet the need for "Guideposts for Junior High School Years."

Los Angeles is the third city in public school registration. It has as large an enrollment, as large a registration, as San Francisco, Cleveland, Pasadena, San Diego, Seattle, Tacoma and Portland—the seven cities combined. Go there next July, and see for yourself.

John J. Tigert's Activities

THE achievements of the University of Florida are amazing, considering the state of the country and of Florida's fruit misfortune, but to those who have kept in touch with the activities of the president of the University of Florida it is in no sense surprising. His secretary, who has kept tab on Dr. Tigert's activities, reports that in the year between September 1, 1929, and September 1, 1930, President Tigert traveled more than 20,000 miles, mostly in the state, addressed audiences totaling more than 35,000 persons in the fifty-one addresses that he made.

State Insurance Policy

DR. HARRY WOODBURN CHASE, who has recently gone from the presidency of the State University of North Carolina to the presidency of the State University of Illinois, says: "A state university is the greatest insurance policy any state can take out on the careers of its successive younger generations."

That is a notable and noble utterance for a man who goes from a great achievement in one of the most remarkable southern states to leadership in education of one of the most important states in the country.

Normal University, Illinois

THE gathering of fifteen hundred alumni and citizens of Normal, Bloomington, and other Illinoisians at the reception to President and Mrs. Henry A. Brown of Normal University was an occasion to magnify the large number of eminent educators now alive who have been on the faculty of that institution. We can think of no other state teacher-training college that has had as many men and women now active in professional education who have been as vital a factor in the creation of the college as has the Normal University of Illinois.

Re-election of Blair

THE re-election of Dr. Francis G. Blair as state superintendent of Illinois, after twenty-five years of service, has high significance, because Illinois had less respect for the tradition of his party this year than any other state in the Union.

Dr. Blair has weathered several threatening cyclones in a quarter of a century, sometimes by silence and sometimes by daredevil denunciation of political chicanery.

To win this year in Illinois by a majority of 82,000 votes is probably the most distinct political-professional triumph on record.

An American has invented a giant gun that will shoot 800 bullets nine miles in one minute. There seems to be no occasion for inventing more means of destroying human lives per minute. It is more important to protect life and save lives.

Student Environment

PRESIDENT CLOYD HECK MARVIN, George Washington University, in an address to the alumni recently, said: "The creation of an environment in which young men and women may develop themselves to the fullest of their intellectual and spiritual capacity is the purpose of a university."

This is saying for a university what is being said by city and county superintendents of all education. One county superintendent has won national fame by requiring every child to do as much for the community as the school does for the child.

The superintendent of one of the largest cities of the country insists that the community must do for the schools everything needed to make the schools represent the best of the community. He has organized a city environment in which each of seventeen organizations—civic, social and religious, industrial, commercial and professional—shall express itself officially on every important issue in education, so that the city environment of the schools shall be in sympathy with the school boys, girls, and youths.

President Marvin carries this idea up to young manhood and womanhood while they are preparing to be the environment of the university in the immediate future.

This has a national and international significance in Washington which it can have nowhere else, for the Washington environment is related to this country and to other countries in every civic, social and personal relation.

Hamilton Holt and Rollins College

By ALBERT E. WINSHIP

HAMILTON HOLT, president of Rollins College, is the most significant creator of education in America at present. He rivals Glenn Frank in platform charm, and has supplanted him in socio-professional heroism. He has also distanced Dr. Morgan of Antioch in the height of aspiration in learning for earning.

His caricature of traditional academic procedure is brilliantly frank and brings the echo "Amen" in the smiles of every hearer.

He has had five years for experimenting at Rollins College, Winter Park, Florida. Back of Dr. Holt's desire to create a university that will eliminate the scholastic loafer, and make wasted time of the academic impossible, there has been a third of a century's irritation over his experience with recitation trickery at Yale and lecture hypocrisy at Columbia.

He has always wished that he might have an opportunity to be president of a university with freedom to do the right thing in the right way. This opportunity with corresponding responsibility came to him five years ago.

Dr. Holt insisted that his faculty should know the efficiency of his students without the mischievous tendency of an examination.

"How could you characterize any business or professional man who would have his private secretary take an examination at the end of the year to discover the per cent. of her efficiency?"

He set out to find members of his faculty who would teach students to learn and use what they learned!

Among the many universities visited in search of such personalities was Harvard, where he tried to make clear the kind of man he desired.

"What opportunities have you for research activities?" was the first question he was asked. "I want a teacher, not a researcher. I want a man who will know students of Rollins College, not a man to discover by the use of questionnaires that boys are interested in dogs, and girls in cats," was his reply.

Dr. Holt says there is no polite language which can describe a recitation in which the teacher who knows a subject seeks knowledge of the subject by questioning students who don't know the subject.

Dr. Holt recites one definition which he learned at Yale and cannot forget, and another which he learned at Columbia which also defies his ability to forget it. He says they are the two things that he learned in earning his Bachelor degree and his graduate degree.

Dr. Holt's first year at Rollins College was spent in adjusting himself to the new conditions, and the next four years, which closed last June, to preparing a class to be worthy a Bachelor degree.

The important message of Dr. Holt's captivating address is his account of the way Rollins College gives freedom to faculty and students to make the best use of time and thought to achievements that will signify most to themselves and to civilization.

There will be an intense interest in seeing what use the first graduates of last June make of their four years at Rollins.

Standing By

By THOMAS ARTHUR ROE

It seems to me when things go wrong,
And skies seem black and grey;
When birds forget to sing their song,
And trouble comes to stay;
When fades the bright-hued flowers of hope,
When faith's well has run dry—
It kind of cheers you up to know
Someone is standing by.

When courage seems fast waning,
And despair steps in its place;
When life has used you badly,
And you've lost in fortune's race;
When your prayers all seem unanswered,
And they just won't reach the sky,
It's mighty nice to have a friend,
And find him standing by.

When the stormy clouds have gathered
Where hope's bright star should have shone;
When you find the world against you,
And you fight it out alone;
When you find your ship is sinking,
When a glad and welcome cry
Goes up, when you find a life boat
With its crew is standing by.

—Royal Arcanum.

Belding's Page

Not Foes but Partners

IT HAS long been an enigma to teachers that pupils so often regard them as enemies. "We are their friends," teachers exclaim. "What better friends have they?"

May it not be that the hostility which is so much a tradition of the schools has been an outgrowth of the recitation method of instruction? The child is called upon to rise and answer a given question or set of questions to which the teacher already holds the answer. To make the wrong answer is to receive a low rating. Perhaps the teacher can be bluffed. The child who is poorly prepared decides to try it. Trying to deceive the teacher increases the child's feeling that the teacher is a foe. The child comes to believe, in time, that about all the teacher wants is to discover how little he knows.

It isn't true, of course. And one of the main purposes of testing is to find out the weaknesses of the teaching. Honest confession of this by the teacher adds to pupil confidence, and helps to break down imaginary barriers.

A teacher of English remarked the other day that she was giving definite assignments of tasks to be performed by her classes. If all these tasks were performed in accordance with the pupil's ability, the grade of A would be given. If only a certain percentage of them were performed by another pupil, the grade of B would be given. And so on.

Said this teacher: "I have about come to the conclusion that marking on daily recitations is unfair."

This is only a straw. But thousands of thoughtful teachers are turning from the book-in-hand recitation—with class record book on desk, to forms of pupil-and-teacher partnership in the challenging enterprise of learning.

Compulsory Cleansing

POLICE of Mexico City have undertaken to promote personal cleanliness by arresting persons found on the streets in an unclean condition. Such persons are turned over to the sanitary department for compulsory baths.

Who says that education cannot be accomplished by laws?

But Mexico is one nation and America is another. No matter how badly some residents of any city in the United States may need scrubbing, the police would rather be excused from trying to arrest them on such grounds.

Nations that have not yet become fully accustomed to independence, but are trying to catch up with the procession of other countries, are doing some drastic things, these times. Turkey, for example, allows so many months for everybody to learn the Latinized alphabet. How many months do we allow in the United States for everybody to learn to read and write? We allow as much time as may be needed. Even the foreign-born who dwell among us have so imbibed the air of freedom that they cannot be coerced to self-improvement.

Pedestrians in some American cities can be arrested for risking their lives in crossing the streets at forbidden moments. In other cities lawgivers haven't the nerve to take action of that sort and pedestrians jaywalk to their hearts' content—or until bumped off.

And so it is with a lot of things in this land of liberty. Many conditions might be bettered by regulatory laws, rigidly enforced. The temper of the public will stand only about so much of such treatment, however—the amount differing in different communities.

The schools are entrusted with the teaching of citizenship. The schools must prepare leaders as well as followers. The schools can develop habits of self-control which shall make civic cleanliness, both bodily and spiritual, a matter of choice rather than one of laws.

Pulling History's Teeth

GIVE credit to the little Republic of Uruguay! It has set a commission at work combing over the history textbooks, not to make them more narrowly patriotic, but to see that they contain no aggressive or provocative statements—nothing that would be likely to engender ill will or war between nations.

Just how far history texts have been responsible for creating and maintaining warlike sentiments, is a question to which no reliable answer can be given.

Usually the demand for revision of history texts arises from those who wish a narrow patriotism or other selfish propaganda to be presented. It is refreshing to note the action of Uruguay in reversing this position, and in inviting certain of the neighboring governments to adopt similar measures.

Anson W. Belding

Associate Editor.

Teacher Training at Keene, N. H.

From a small beginning, twenty years ago, Keene Normal School has grown to have the largest enrollment of any teacher-training institution in New England. Constant adaptation to varying demands has been a marked factor.

IN 1909, when Professor Henry C. Morrison, then state superintendent of education of New Hampshire, persuaded the legislature to establish a second Normal School in the state at Keene, no one in the state dreamed that the school would become the largest teacher-training institution in New England within twenty years.

The city of Keene with real New England hospitality welcomed the school, and the Board of Education, Chamber of Commerce, Woman's Club, churches and other organizations co-operated heartily with the school officials to make the lives of the students during their stay in Keene socially pleasant as well as educationally profitable.

From a registration of twenty-six women in the entering class of 1909 the attendance has constantly increased to 620 in September, 1930—140 men and 480 women. The plant has increased correspondingly from two colonial houses, which with the campus were valued at about $18,000, to an equipment of seven buildings on the campus, a gymnasium, athletic field and three cottage dormitories and school camp, all valued at $800,000.

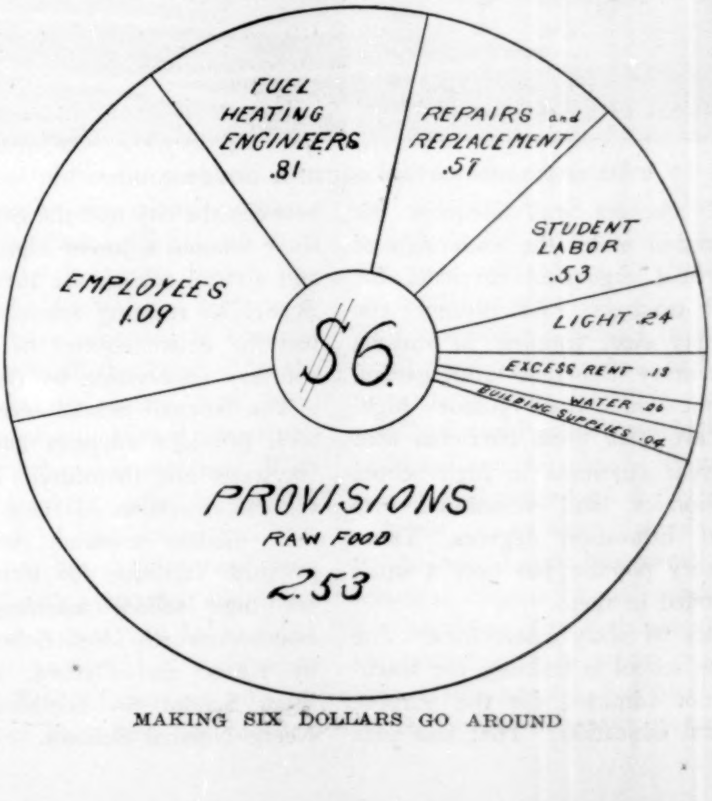
Although New Hampshire is a small state and it is necessary for the lawmakers to consider appropriations carefully, the legislatures have realized the desirability of suitable and adequate provision for teacher-training institutions.

The campus, seven acres in extent, contains:—

The Administration Building (a former home of two New Hampshire Governors) with an ample studio in the third story;

The President's House, a stately colonial mansion built in 1814, and used by the Misses Fiske as the second girls' school established in the United States;

Parker Hall, containing classrooms;



MAKING SIX DOLLARS GO AROUND

Two brick dormitories modeled after the architecture of Harvard and Dartmouth provide quarters for 100 and 160 girls respectively, one containing a dining hall seating 440 students, and the ground floor of the other arranged for classrooms. The social rooms in these buildings are models of artistic taste;

The Butterfield Vocational Building provides classrooms for the classes in Vocational Training, including a print shop, where the school paper is printed.

Nine houses near the campus hired by the school in addition to the three cottages owned by the school, are used as cottage dormitories and many students are roomed in private families.

In 1928 Governor Huntley Spaulding bought a corner lot on Appian Way, a street adjoining the campus, on which he built and presented to the school a gymnasium costing about a quarter of a million, equipped with basket ball court, bowling alley, swimming pool, social room, corrective gymnasium room, etc. This building with its dignified lines, its beautiful interior finish and adequate equipment, has attracted much attention from school officials and architects all over the United States.

The Home Economics Department is housed in a remodeled historical building facing the campus.

The Wallace E. Mason Library, dedicated in June, 1930, contains a reading room accommodating 100 students, an observation room, children's room, art and music room, New Hampshire room, and librarians' living suite. Fifteen thousand volumes, mostly recent editions, provide ample reference material for school work.

All buildings are heated from a central heating plant, providing fireproof accommodations. The athletic field and a school camp of six acres on the shore of a nearby lake furnish opportunities for outdoor life.

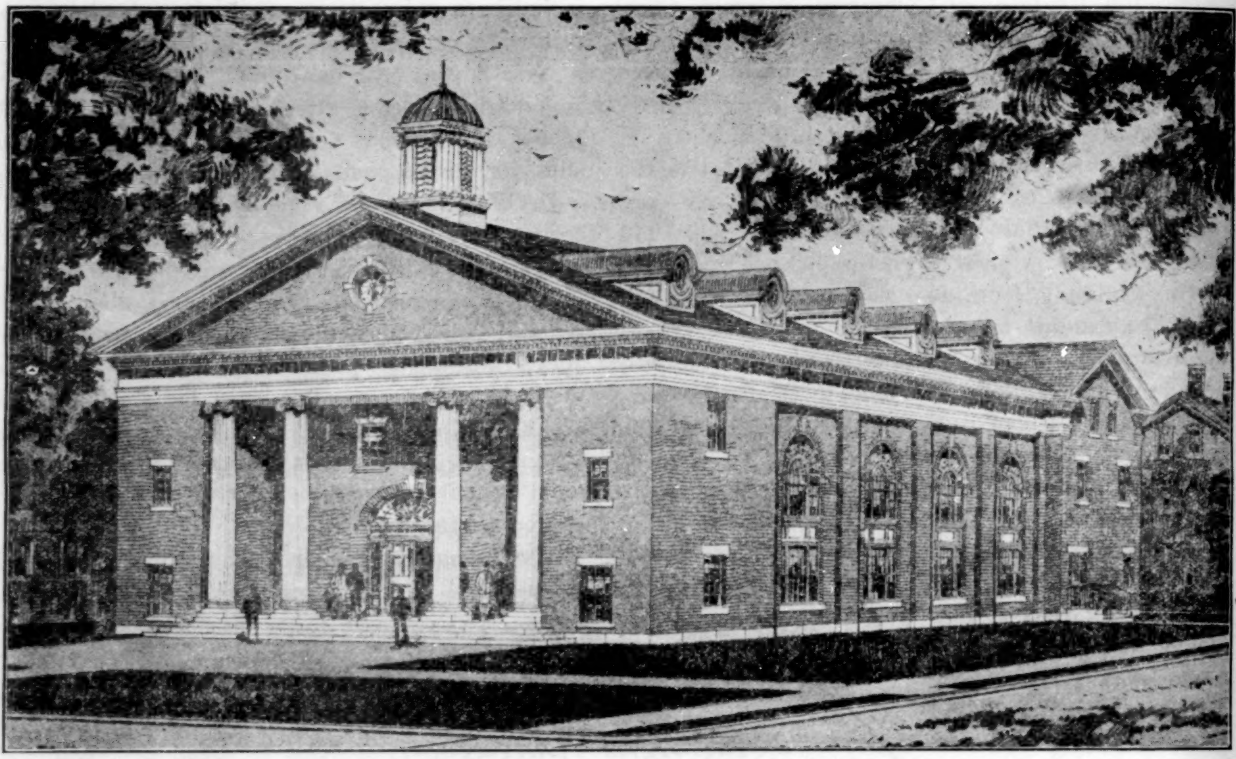
The growth of the school and its academic policy owe their success very largely to the far-seeing vision and constant oversight of Commissioner E. W. Butterfield (now of Connecticut), who gave much of his time to the development of the two Normal Schools of New Hampshire. He recognized the fact that the efficiency of the schools of a state depends largely on the teachers, and that the success of the teachers depends mainly on the characteristics of their Normal School training.

As the supply of elementary teachers of the state became equal to the demands, courses were introduced to train Junior High teachers, and when the supply of these teachers was adequate the State Board of Education under the leadership of Commissioner Butterfield organized curricula for training high school teachers. At present the students at Keene may elect training in various fields: two-year elementary, two-year kindergarten, three-year elementary, three-year junior high, three-year music or art. All these curricula lead to diplomas. Four-year curricula in high school subjects, home economics, and vocational arts lead to Bachelor of Education degrees. These latter curricula are very popular, but only a small selected quota is enrolled in them.

The faculty consists of sixty instructors. The entire function of the school is training for teaching. Students are not admitted for the purpose of obtaining a cultural education. That this plan secures students of quality is evidenced by the fact that forty of the entering class this September were either valedictorians or salutatorians of their high school classes.

Copying of academic college customs has been studiously avoided. "Responsibility" is the slogan of the school and entering students are impressed with the fact that a teachers college is a place where one educates himself by the aid of his fellow students under the leadership of his instructors. If an instructor is late for class for any reason some member of the class takes charge and carries on the lessons. On the day of the State Teachers Convention all faculty members are at the convention, and the chapel exercises, library and class work are all carried on by the students.

The training system is unique. By contract between the city and the State Board of Education, three schools, a junior high, a six-grade elementary and a rural school, are turned over to the Normal School as training schools. The Normal School has the entire control of these schools except a courtesy supervision by the city superintendent.



THE SPAULDING GYMNASIUM, A GOVERNOR'S GIFT

The Normal School hires all teachers and janitors, provides supplies and pays all bills except for water and furniture. The city pays the school for the education of these children.

A similar contract with neighboring towns provides facilities for training students preparing for high school teaching. The Hancock and South Acworth High Schools are run in this way by Keene and Orford, Dalton and Hampstead High Schools by combination of Plymouth and Keene Normal Schools.

This plan enables the school to give its degree students eighteen weeks of real teaching experience under close supervision of qualified critic teachers.

The school has solved the rural school teacher problem for its section of the state. By contract with towns within a thiry-mile radius, fifteen small rural schools are run by "cadets," Normal seniors of the elementary schools, in nine-week periods. These seniors have the entire charge of these schools, are visited by the town superintendent, by a rural supervisor from the school and occasionally called together at the school for conference. This scheme gives these girls independent practice for nine weeks, saves them board at Normal, and saves the town something in teachers' salaries. The towns pay the school $10 per week for teaching service and provide board for the cadet. This $10 pays for the service and expense of the rural supervision. Students enjoy this work, and seek eagerly for a rural cadet appointment, and as a result of this training fifty or more of the graduating class are eager to go to rural schools upon graduation, whereas formerly it was almost impossible to persuade graduates to accept rural schools.

The state appropriation for maintenance of the school for the year 1930-31 is $80,000. The average attendance is expected to be about 610, which will make the per capita cost to the state for maintenance about $131.

Tuition for New Hampshire residents is free upon an agreement to teach in the state after graduation for a period equal to their stay at the school. Otherwise a fee of $100 per year is charged. Out-of-state students pay $150 per year tuition, and the only students accepted from outside the state are those who stand in the upper half of the class with which they graduate. Only graduates of approved secondary schools are accepted. No charge is made for books or supplies, and the charge for board, room and a dozen pieces of laundry is $6 per week. The dormitories are self-supporting on the $6 per week basis.

The school makes a serious business of placing its graduates. President Mason says that he feels it as necessary to "sell" his product as it is to "manufacture" it. Only 3 per cent. of the graduates of the class of 1929 were unplaced. This year all of the degree students and nearly all of the three-year and two-year graduates received positions. There is no appreciable surplus of teachers in New Hampshire.

Rural Schools, Eventually and Now

By V. H. CULP

Aberdeen, South Dakota

Help the farmer by helping rural schools, is Mr. Culp's suggestion to state and federal governments. But in the meantime, rural instruction must be carried on at highest efficiency with the resources within reach. With consolidation halted, smaller unit schools can still be made to serve better than at present.

THE problem of rural education in the great West cannot be disposed of by a generous admission that there is no such problem. In fact, it is one of the major educational problems of the country. The so-called ostrich method of blotting out the landscape has not thrown any light on the solution. No doubt rural sections in all parts of the country have problems in common with the wide-open spaces of the West. In the interests of progress and the square deal rural children should have equal educational opportunities with the children in urban communities. With short terms, inferior teachers, poor apparatus, pioneer buildings, and lack of high school facilities, the rural child is at a great disadvantage in a competitive world. Until equitable conditions exist the progress of our nation will be lopsided. The American habit of jumping at conclusions is very evident in this field of service. An attempt was made to usher in a new age in rural education. This great panacea was simply to urbanize the whole situation. These enthusiasts asked for the elimination of the rural school, and the substitution of city school conditions. Such schools in the very nature of the case were often not well adapted to fill local needs, and lacked an understanding of the complexities involved. The consolidated school, usually located in some small town with urban ambitions, was modeled after the schools found in near-by cities. A consolidated rural school should be designed for rural children and be closely connected with the rich nature background of the country.

Many consolidated schools are basically sound as the test of time has shown. Others, because of financial conditions and sparseness of population, are anything but satisfactory. The expense of the undertaking in many localities is nothing less than confiscatory. A consolidated system that is on the rocks financially is too often no improvement over the conditions that were to be remedied. Then because of physical conditions, taxable property, or lack of population, there are many localities where consolidation will not be practical for decades to come. Successful consolidation is largely a matter of vision, and a reasonable tax-rate. Because of the serious agricultural depression the cause of consolidation has been retarded a generation. While consolidation is an attempt to solve the rural school problem, it should not necessarily be considered the only or the best way to meet the many difficulties encountered.

In the distant horizon there are many good omens to encourage the friends of rural education. Many state teachers colleges are organizing rural departments to study the question, and thus are attempting to give the farmers something in return for the millions of dollars they have paid in supporting such institutions. State departments of education are using a small portion of their funds in improving rural schools and suggesting higher standards. Some states have actually passed the pioneer stage of friendly attitude towards the problem, and have done constructive work. Educators and public-spirited citizens have shown a disposition to be open-minded. They have offered plans and have given freely of time and money to help find more light on the questions involved. Then last, but not least, farmers' organizations and individual farmers are beginning to seek possible economic and social adjustments that will bring about a parity of social and economic conditions in the country and city. So far as solving rural problems is concerned, the educational world is in the exploratory stage. It is not good sportsmanship to surrender just because there are some difficult angles in the case. In the meantime something must be done for the rural boy and girl. With a desire to hold the fort and at the same time to build a more suitable and substantial structure the following suggestions are given:—

1. Revise the present system of taxation and supplement local taxes with state and federal aid.

When a basic industry like agriculture is forced to operate at a loss year after year, the state of mind carried over into education will naturally not be very progressive. The farmer knows that there is a need for shifting the tax-burden. It is very agreeable to learn that industry, too, is in favor of relieving the farmer, but so far no process has been found that is painless to all parties concerned. A system of state and federal aid to supplement local funds would give the whole situation a solidarity that would insure a permanent program. It would make it possible to equalize educational opportunities and make possible much needed experimentation. This would relieve the financial tension and be a very desirable and practical type of agricultural relief.

2. Adapt and improve our present system.

The one-teacher rural school has never been developed to the extent of its possibilities. Many outstanding rural schools exist that have some distinct advantages over graded schools. Physical conditions should be improved, but the most important adjunct of the better rural school is the teacher. The teacher should have strong personality and a type of training that will impress upon her the unusual opportunities that exist in rural schools. Where the future of consolidated schools is at stake, reorganization and a less pretentious program might save the sinking ship.

3. Experimentation and serious study is necessary.

State departments, teachers colleges, and school districts may try innovations and make common-sense changes. A comparison of results in different parts of the country would be helpful.

If rural life is to be raised to a new dignity, the economic status must be changed. With a change in the economic basis will come improvement in the rural school. But we cannot wait for the millennium, the rural boys and girls have a contribution to make to our national life. We must give them their opportunities, and that means that we must improve conditions now. It is their right to enjoy those privileges, and our duty to provide them.

Whom We Serve

By MARGARET GIVEN

Everett, Mass.

O mind of little man wherein there lies
An innate power that transcends the stars;
That glimpses matter, power, radiation, space, as one*
And falters not at their immensities.
An atom that makes bold to reach to find
The secret of the omnisciency of God.
'Tis thee we serve and touch the faintest edge
Of that great sea of consciousness divine;
'Tis thee we serve nor count the service vain
For that our work lies with the infinite.

---

*Matter and energy have merged into one.—Sir Oliver Lodge.

Springfield's Guidance Program

By HAROLD P. THOMAS

Director of Research and Guidance, Springfield (Mass.) Public Schools

Helping pupils to map out their educational and vocational pathways intelligently, is a serious objective of the Springfield public schools. Boys and girls in the Junior High Schools are given 120 periods of guidance teaching. Counseling and other forms of assistance are provided.

THE Department of Educational Research and Guidance in Springfield is responsible, among other duties, for the program of guidance in the public schools.

To carry on the work involved in the program, the department is staffed as follows: a director, a psychologist, an assistant, a visiting teacher, five junior high school counselors, three senior high school counselors, one special class counselor, one Trade School counselor, one evening high school counselor, and forty-nine teachers of guidance. The majority of the teachers of guidance are part-time teachers.

Since it is impossible to give a comprehensive view of the guidance program in a limited space, this article will be devoted to a consideration of two important phases of the program—first, counseling, and second, the course of study in guidance.

Counseling.—As stated previously, Springfield has eleven educational counselors. All of these counselors have been chosen primarily because of their successful experience in teaching, in social work, or in personnel work. In the second place, these counselors have been chosen because of their personality, because of their particular ability to get along with pupils. The type of an individual is desired who can take a pupil with a chip on his shoulder or with an unsolved problem, and help him to gain a new equilibrium. In the third place, the counselors are trained for the special work in which they are engaged.

Eighty per cent. of the counselors took additional training the past summer. Such work ranged from a program of study in a summer school to a program of work as a bargain counter sales lady. Particular attention is called to the latter type of training because a counselor who gives vocational advice to pupils should possess a fund of practical knowledge gained through experience on a job of some kind. Such training is invaluable.

To counsel intelligently, a counselor has need of a variety of information. Such information should be based not upon vague theory but upon facts, for it is only through a wise use of facts properly interpreted in the light of the individual that best results can be secured in counseling. Some of the facts which are at the disposal of the Springfield counselors are the intelligence quotient, the achievement ratings, results of psychological tests, health records, analysis of outside interests, knowledge of pupil's home environment, scholarship records, and teachers' analyses of failure. Facts from no one of these sources of information will give the picture of a pupil which is deemed necessary in the proper process of counseling, but all taken together will give a much better one than the combination of any two or three.

The policy of the department regarding the appointment of new counselors in terms of the amount of time devoted to teaching is as follows: New counselors generally start on three-quarter-time teaching and quarter-time counseling. After a year the ratio is reduced to 50-50, and then to quarter-time teaching and three-quarter-time counseling. The plan is always to have a counselor do some teaching in order to keep in touch with classroom procedure and teaching methods.

Before the present guidance program was under way, counselors taught subjects in which they were then specialists. Now when a counselor's time is reduced to ½ or ¼ time teaching, the counselor generally handles classes in guidance.

Each counselor handles the testing in his particular school. This arrangement is not made, however, until the counselor has received a thorough training in the techniques and methods of test giving. In addition, each counselor is supposed to carry on a research problem during the year. These very briefly are some of the outstanding facts concerning counseling in the secondary schools of Springfield.

Course of Study.—One of the results of recent curriculum revision in the Springfield Junior High Schools was the provision for classes in guidance. It was made possible for the pupils in all junior high school grades to have instruction in guidance once a week.

Since guidance was instituted as a part of every pupil's program, it became necessary to create a special course of study. It was felt that best results could be secured with the new course of study if the experiences of all the junior high school teachers could be capitalized. Consequently, letters were addressed to the teachers in which guidance was defined and illustrated. At the same time a request was made for suggestions as to topics, methods, and materials that the teachers had used with success, or that were considered as having potential use. As a result of this letter, responses were secured from approximately 86 per cent. of the junior high school teaching staff. A great many of these data were incorporated into lesson plans which were organized as follows:—

Grade 7-B	Orientation.
Grade 7-A	Preparatory Occupational Information.
Grades 8-B and 8-A	Study of Occupations.
Grades 9-B and 9-A	Educational Opportunities in Springfield.

Each grade unit contains forty lessons with each lesson organized into the following sub-divisions: Purpose, subject matter, materials, references, and suggestions. An attempt was made to make each lesson so complete that a new teacher of guidance even if he had had no experience or training would be able to take any lesson and give to pupils the minimum basic essentials that were deemed necessary.

A year of intense work was necessary before the lesson plans for the seventh and eighth grades were completed. Another half year was necessary for the completion of the ninth grade lessons. The following topics illustrative of the lessons will give an idea of the ground covered:—

Grade 7-B
- Lesson I. Customs, Laws, and Regulations.
- Lesson II. The Junior High School.
- Lesson XII. A Technique for Memorization.
- Lesson XV. Effective Study.

Grade 7-A
- Lesson I. Why People Work.
- Lesson VII. Relation Between School Subjects and Work.
- Lesson X. Planning for Future Studies.
- Lesson XV. Advantages of Staying in School.

Grades 8-B and 8-A
- Lesson I. Pupils' Experience with Occupations.
- Lesson VI. Present Day Occupations in Springfield.
- Lesson VIII. How to Study an Occupation.
- Lessons IX—XXVIII. Study of Specific Occupations.
- Lesson XXXV. Obligations to Employers.

Grades 9-B and 9-A
- Lesson XV. Procedure in an Interview.
- Lesson XVII. Introduction to the Study of the Senior High Schools and Trade School.
- Lesson XXXIV. Opportunities for Specialized Training.

After the material was organized as has just been described, a year of experimentation was engaged in to determine the best method of teaching guidance. Some classes were taught by home-room teachers, others by social science teachers and still others by special teachers of guidance. The experiment was carried on in all grades. It was finally decided to put into effect the following plan:—

Grade 7 guidance to be taught by home-room teachers.

Reason: The type of work presented in the seventh grade is non-technical and similar in nature to some material previously carried on in home-room periods.

Grade 8 guidance to be taught by special teachers.

Reason: Special training is needed to present occupational information in the proper way. Better handled by a small group of specialists.

Grade 9 guidance to be taught by teachers of social studies.

Reason: Social science teachers having previously taught certain phases of the guidance work assigned to the ninth grade could carry on easily. The new organization of social science on a four day per week schedule allowed the addition of the extra period needed for guidance without the necessity for new teachers.

The year of experimentation showed this organization of guidance classes to give a maximum of efficiency with the least amount of disturbance to the existing organization. It is quite probable, however, that the future will see a gradual transfer of guidance classes to special teachers.

Another feature of the guidance course of study which has had excellent results is that of the case method. Cases have been placed in many lessons with the purpose of having teachers experiment with them at will. In the majority of instances teachers have found that the pupils respond in a very interested fashion. It is the purpose to expand this case work and to finally have several cases listed with each lesson. All cases used are true cases which have been collected by certain members of the department.

This very briefly gives a bird's-eye view of two important items in the Springfield guidance program. The two items chosen, however, do not lessen the important parts played in the guidance work of other items such as co-operation with outside agencies, placement and counseling work for evening school pupils and special class pupils, the program of publicity in the high school papers, or the testing program. All of these items and many others have a place in the guidance program, which, in turn, is but a unit in the still larger program of education for the public school children of Springfield.

Discipline

By A. M. ELDRIDGE
Principal, Perkins School, Braintree, Massachusetts

THERE seems to have sprung up in the last few years a new kind of school management which has been designated as "free discipline." Supervisors are advancing the thought that the child must be left free to express himself without any thought of restraint on the part of the teacher. If he sees fit to whisper and disturb his neighbor that is perfectly all right because he is a social being, and his social inclinations must not be suppressed. Then he must be allowed a great deal of freedom. No matter if as a result of this freedom he whacks his neighbor over the head with the book he is supposed to be studying. He is only expressing himself, and, of course, he should not be punished for simply expressing himself. Then, of course, it is perfectly correct for him to use his self-expression that he has been educated up to in the public schools, in the Sunday school, the church, or any public gathering he may happen to be in. Does all this sound absurd? We are sorry to say that there is more truth than fiction in the above statements.

In order to get away from the old type of discipline has the balance wheel swung to the other extreme? While it is true that the old form of discipline was more or less tyrannical, are we going to the other extreme and call that thing discipline which seems to be the absence of it, or disregard the thought of discipline altogether?

What is the quality we most admire in a boy or girl? Isn't it obedience? Isn't it that quality of thought that makes these young people always ready to co-operate and perform the required duties in the most agreeable manner? And how is this to be cultivated? By allowing children to follow their own inclinations?

When a child enters school for the first time he comes in contact with a group of young people with whom he is liable to associate for some years. If he is fortunate enough to attend a good kindergarten he will be well prepared for the first grade. During this first year the child is beginning to form habits which will either help or hinder his school progress. If he comes to the first grade with the thought fixed in his mind that school is simply a playground and he has been allowed to follow his own inclinations, and do about as he pleases, he has a poor background for his future school work. And if this same condition exists in the first grade and so on up, how much character is the child developing? If a child has no respect for law and order in the school how can he be expected to go out and become a good American citizen and obey the laws of the country?

The minute a child enters our public school he should be taught to respect the rights of others, to have respect for law and order, and to do what is required of him cheerfully. If he isn't willing to do this of his own free will he must be made to do it. How he shall be made to do it rests with the teacher and principal. If the teacher and principal have the right attitude towards the pupil this can usually be done without using forceful methods. But it must be accomplished if the school is going to do its duty by the rising generation.

No child knows what is the best thing for him to do. He must be wisely guided if he is to develop in the right direction. It is impossible for a child to study in a room that is not perfectly quiet and where everybody is not attending to his own affairs. The child that is allowed to do what he chooses when he chooses, to whisper and disturb his neighbor, to violate school regulations without fear of any kind of punishment, soon develops a spirit of defiance to any kind of government and will surely lead to a Bolshevistic attitude on the part of that pupil.

We have many foreigners in our schools at the present time. Are they to be taught that America is a place where a man does just what he chooses regardless of any kind of law? No wonder it is difficult to enforce the Eighteenth Amendment when children are educated to disregard law and order in our public schools.

The Master Christian laid great stress on obedience and discipline. He had no patience with laxity of any description. Where can we find a better example? "Spare the rod and spoil the child" is a trite saying, but it is nevertheless a true one and always will remain so. The "rod" does not always necessarily mean an instrument to inflict physical pain, but it does mean a means whereby a child shall be made to fulfill his obligation to the school, the home, and to society.

They Say

ARTHUR DEAN:—
"When I get philosophical I like to compare life with a tree. If the roots of a tree had been confined to the limits of an iron water pail it would have died. The tree roots cannot break through an iron pail; that's why we plant seedlings in paper cups. You and I must look upon our early schooling as being merely of the paper cup idea. It served a good purpose in starting our roots in a rich soil which gave us the desire to grow *outside of the paper cup.* Those who see no use for further education are existing with their educational roots in the root-bound pails of a childhood schooling."

REPRESENTATIVE RUTH BRYAN OWEN:
"The home and the child should be on a parity of dignity with agriculture, commerce, and national defence."

HERBERT HOOVER:—
"Economic health, like human health, requires prevention of infection as well as a cure for it."

PREMIER MUSSOLINI:—
"The man capable of growing rich in a year should be hanged twelve months beforehand."

NICHOLAS MURRAY BUTLER:—
"The world has become so complex that it is impossible to fit old habits and conditions of occupation into the new framework."

EDWARD A. FILENE:—
"If we could trace back every suicide, every marriage shipwreck, we would find most of them had an economic basis."

CALVIN COOLIDGE:—
"Issues have a way of disappearing after election and never coming up for decision."

SIR THOMAS LIPTON:—
"Tomorrow has always been for me a more fascinating day than yesterday or the day before that."

CHARLES F. THWING, president-emeritus of Western Reserve University:—
"Conducting a government or a college is like driving an automobile; each requires force, guidance, watchfulness, adjustments of conditions, self-control and self-poise of the one who is responsible."

CHARLES E. HUGHES:—
"The college is made for man, and not man for the college."

MARTHA OSTENSO:—
"I was eight years old when I crossed the Atlantic, and I'll never get over my delight at the sound of the American language as I learned it."

H. A. WHEELER, ex-president, United States Chamber of Commerce:—
"Those of us American-born who seek to do unlawful things cannot expect that people from other countries will not follow our example."

LADY ASTOR:—
"It is not enough that women should know only what men know."

COUNT KEYSERLING:—
"The first sign of the wise man is that he does not argue."

ARCHIBALD HENDERSON:—
"The genius is the supremely normal individual, with full use of natural powers. Those who are not geniuses are abnormal."

DR. E. P. FARROW:—
"I cannot understand why psychologists assert that the maximum period of intelligence is reached at fourteen. I was more intelligent at six months than I have shown signs of being since."

CHARLES L. JACOBS, dean of education, State Teachers College, Santa Barbara, California:—
"It is one of the most important functions of the school today to direct the efforts of children in the occupations in which they are most physically, mentally, morally, and socially fitted."

JUDGE FLORENCE ALLEN, Cleveland:—
"War is no longer a recognized and legitimate function of the state. What was effected in the signing of the peace pact was the placing of the ethics of a state on the same basis as personal ethics."

DR. DAVID SNEDDEN:—
"The day is not far distant when all children will graduate from the high school. I would eliminate all vocational training from high schools and substitute 'really efficient vocational schools' on a state-owned basis, accepting only boys and girls who had finished their four-year academic high school course."

Personal and Professional

BEN G. GRAHAM has been elected to succeed the late Dr. William M. Davidson as superintendent of Pittsburgh. He has been acting superintendent since the death of Dr. Davidson. There has been no doubt of his election because of his eminent fitness for this service. It was of high importance that Mr. Graham had been a successful city principal, had been superintendent of Newcastle, one of the best school systems of Western Pennsylvania; had been Dr. Davidson's assistant, carrying practically full responsibility for the last year of Dr. Davidson's official life.

HELEN PURCELL, state director of elementary education, Harrisburg, has had an interesting and important professional experience. Her major has always been "Concrete Learning." Referring to Miss Purcell's mission and message in her work Dr. John A. H. Keith, state superintendent of Pennsylvania, says: "A school life that is a series of abstract experiences is not likely to breed a citizenship that makes dreams come true. The mere recognition of the need for a new school or for better moral or civic conduct is not enough. Public opinion must be educated; right leadership established; conduct expressed in desirable acts. If, therefore, we wish the youth in our schools to be builders as well as listeners and observers, we must give them building to do. The activities of school life must be concrete as well as abstract."

MRS. E. J. HERBERT, Ellendale, N.D., the first public school teacher in that county, is still an active participant in all public affairs. No one is more ardent in promoting the latest best things in education in the city or county.

MARY L. FULKERSON, Salem, Oregon, superintendent of Marion County schools for many years, has twenty genuine rural schools that have as modern project work in every branch all the time as has any city school. Indeed, there is no school or community achievement in Portland, Oregon, that is not equally well done in twenty of the Marion County schools in the mountains and valleys of Mary L. Fulkerson's great county.

WILLIAM SENECA SUTTON, long an important professor of the State University of Texas, has had a university building named for him. There was a time when Dr. Sutton was active in the membership of the National Education Association. I recall an occasion when he and William T. Harris divided the honors on a great national occasion in which the National Education Association was prominent.

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A Teacher's Philosophy

By A. J. HUGGETT

Superintendent, Lake Orion, Michigan

THE author, in writing this article, is venturing out upon uncharted seas of speculation. He is abandoning the safe and sane fields of figures and provable methods. For who knows actually what should be a teacher's philosophy?

And yet, will not every one grant that a teacher should have one? Has not always philosophy preceded action? Have not Pestalozzi, with his ideal of child activity as a means of education; Froebel, with his idealization of personality; Herbart, with his ideas of the professionalization of teaching, and Dewey with his social interpretation of individualization, had more effect upon the development of education than those who have been fortunate enough to devise the ways and means after the goal has been set?

What should be the philosophy of a teacher? Who knows? Those that we are exposing to the world are our own, passed on in the hopes that they may influence some other struggling schoolmaster or schoolmadam to formulate a code of their own, either thought out or nebulous, but nevertheless forming guiding principles which will direct their activities in preparing children to live successfully in a democracy. For before us must be ever the ideal, the goal toward which we are always striving, the haven toward which one can find satisfaction in struggling. It constitutes the maps for our journey of life, the charts by which we lay our course. Without it we can be but derelicts, carried hither and yon by each passing current or whispering breeze, conscious as each year slips by that our lives are flowing past with no tangible result produced, that we are going through life as one, surrounded by a fog, who knows not whither he is going nor from whence he comes.

With a proper philosophy of life, one can feel that his life is not being lived in vain, if he is striving toward the goal that he has set up, no matter if of tangible results there is nothing apparently accomplished. For as Kipling has told us: "If you can fill the unforgiving minute with sixty seconds' worth of distance run, yours is the earth and everything that's in it." What more is there in life than the realization that one has honestly attempted and tried to carry through some task that he deems worthy of seeing accomplished?

To attempt to devise a philosophy of teaching which will fit nearly everyone, like a ready-made suit, would be obviously impossible and inadvisable. The non-comformist, as Cooley says,* "is keeping time to another music." He is listening to the band on the other street and not to the instruments that are close at hand. And isn't it a good thing that all of us do not think and act according to the same pattern? Without the one who leaves the beaten paths of safety and ventures forth into the trackless wilderness, how would we ever have new inventions or new ideas (if there be such)?

Our message then is briefly this: Devise your own goals in teaching. Make up your minds what you are going to work toward, then decide on the ways and means of attempting to put your philosophy into execution. As S. A. Courtis says: "Hitch the star to your wagon." A philosophy which can be completely satisfied in a lifetime will be far too narrow, for it will leave you nothing to live for after you have reached your goal. It is only those of you striving toward some great purpose who "can force your heart and nerve and sinew to do your will long after they are gone, and so hold on when there is nothing in you, except the will which says to them 'hold on.'"

With such a philosophy before one, the years will glide by, leaving one not with a feeling of sorrow at their passing, but rather joyful because each day has seen some effort toward, and something in the way of accomplishment of, one's purpose in life. "To leave the world better than we found it" must be the wish of the thinking individual who desires that his life shall not have been in vain. That and the respect of our neighbors and co-workers is about all any of us ought to hope for because riches are ephemeral at best, and will not come to us in this profession, strive as we may. A philosophy based on this general thesis should bring us safely to those last days when the master shall say: "Well done, thou good and faithful servant. Thou hast been faithful in a few things. I will make thee master of many things. Enter thou into the joy of thy Lord."

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*Cooley: "Human Nature and the Social Order," page 301.

Problem Parents and Their Child

By ARTHUR DEAN

Every child is a problem. A shy, quiet and noiseless youngster may be more of a problem than one who is noisy with mouth, hands and feet. A "forward" child may be precocious or ill-mannered or uncontrolled. A child who "steals" may be taking what he does not know does not belong to him. A "lying" child may be using the adult method of "getting out of it."

How easy it is for parents to give names to the "crimes" of childhood while their own evasions receive softer terms!

Every growing or moving thing is a problem — from radio adjustments to fertilizer, soil, sun and shade adjustments in a garden. There is always something disturbing something else, and the problem of getting the right adjustments consists in eliminating the disturbances.

Every parent wants his child to make the most of himself and to have a **fair chance in life.** He wants him to be able to "dial" Success and Happiness. He wants him to amount to more and to get more out of life than he did. The sad thing is these same parents unconsciously prevent by their own lack of child knowledge the very thing they so much desire.

They want their child to have business pep and yet thwart every child-like endeavor which has pep in it if accompanied by anything which disturbs parental quiet.

They expect their child to have capacity for accomplishment, to make great discoveries, and to do something wonderful, but provide no means in childhood for initiative, independent thinking and accomplishment.

For a moment let's think of the disturbances in radio receiving circuits. There are noises in reception which come **from within** the receiver. There is inductive interference which comes **from outside.** There are loose connections. And often there is that most discouraging of all — STATIC.

Tighten up your home connection if you would eliminate your child's disturbances.

Join up with the P. T. A., church and civic clubs to learn how to prevent induction interferences which keep your child from getting a fair chance in life.

Pardon me, folks, for my bluntness: WATCH OUT FOR HOME STATIC. Where is it? Sometimes a looking glass will reveal it if you stand before one.

Copyright

A Trip Through Egypt

By L. H. PUTNEY*

(*Part Eight*)

What the Assouan Dam has meant to Egypt may be grasped from the fact that since its completion the cultivated area of the country has been increased more than a third, that is, by some three million feddans. At present considerable apprehension is being felt lest the tremendous irrigation works in the Sudan may divert so much water from the Nile as to jeopardize agriculture in Egypt; in fact, this is one of the points of disagreement between the new government and the British ministry.

In conclusion I must say a word or two about education. Egyptian public schools are divided into two groups, those in one receiving their support from the national government; those in the other from the districts. The former are well equipped; the latter poorly. On paper Egypt has compulsory education in the lower grades or "infant classes," but the fact that in 1925-26 the total enrollment in all public schools was only about 218,000 speaks for itself.

I visited the government elementary school for boys in Luxor. As would be expected in a Mohammedan country, there are separate schools for the sexes. That school was much better equipped than any similar schools with which I am acquainted this side of the Philippines with the exception of those in the Netherlands-Indies. In addition to Arabic, the pupils study both English and French. Considerable attention is devoted to free-hand drawing, and I was told that carpentry, basket-weaving, and one or two other types of manual work were being taught. In addition to the elementary schools, there are a few secondary schools with courses extending over four and five years, and a number of "higher" or professional schools. At Cairo there is the beginning of an excellent university. In the district schools the instruction is wholly in Arabic. The curriculum is limited to the three R's, and I suspect that the work is little better than useless. Certainly those schools cannot be doing their duty when there is such appalling illiteracy as was shown by the census of 1917. At that time ninety-two per centum of the entire population was classed as illiterate.

In the so-called *University of El Azhar,* Cairo boasts of having the leading Mohammedan institution of learning in the world. Measured by western standards, with all its rote learning and tradition El Azhar is a poor apology for a school. Founded in 972, after the Fatimids had completed their conquest of Egypt, it is easily the oldest educational institution in existence. It has a faculty of some four hundred professors and a student body of perhaps nine thousand. Recently branches have been established at several other places in Egypt. The course of study extends over seventeen years and emphasizes the study of the *Koran* and Mohammedan theology and jurisprudence with a view to training imans and sheikhs. Other studies in the required curriculum are grammar, rhetoric, poetry, logic, and arithmetic. History, geography, and mathematics are optional subjects. I was told that physics and chemistry are taught, but I saw no sign of any laboratory.

Not only are tuition and board free, but there is a large endowment to assist needy students. There is absolutely no class distinction. The students are organized by groups, those from a particular country living and studying together. Whenever you visit the enormous mosque in which El Azhar is housed, you find little groups of students with their teachers squatting on the floor in every part of the sanctuary, apparently engaged in studying the *Koran.* There is a library said to contain some 20,000 volumes, many of which are in manuscript. I could not get into it, for the reason that I had the bad luck to visit the place one Friday afternoon, when, of course, it was closed. While there I was told that among the student body is a considerable number of blind chaps. I wonder whether the blind muezzins so often found in the mosques are recruited from them.

Some idea of how great must be the superstition around El Azhar may be guessed when I tell you the explanation of the adoption of Christianity that was offered in all seriousness by one of my dragomen. According to this chap, the Emperor Constantine caused a human corpse to be nailed successively to the three crosses which had been used at Calvary. When at last it was put on the one on which Jesus had been crucified, it at once came to life. Convinced by this that Jesus was divine, Constantine proceeded to embrace Christianity, and thus the Roman empire became a Christian nation.

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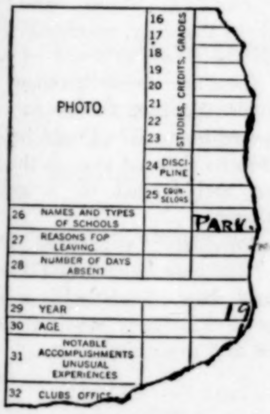
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CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

Poor Feet

(A True Story.)

Mr. Johnson was worried about Edgar Stevens. Not six months before, Edgar had been one of the best pupils in the school. Now, almost every day, he brought a discouraging report.

"Edgar is just impossible," wrote Miss Farnum. "He all but slapped one of the girls who sits near him. I do not know what she did, but it surely could not have been much, and yet Edgar was in a terrible rage."

"Mr. Johnson," said the submaster. "I don't know what to make of Edgar. He punched a boy in the nose at recess. I tried to find out about it, but no one would talk."

Mr. Johnson went to his attendance files. Against the name of Edgar was a series of tell-tale crosses.

"Truancy!" said Mr. Johnson, soberly. "I must find out what is the matter with Edgar, if it takes a half-day of my time."

"Edgar," said the principal a half hour later, "I could help you if you would but trust me. I know that way down in your heart you have not changed. You are still the good boy I knew and loved six months ago." Edgar's eyes wavered, but he set his lips sternly.

"If I promised on my honor not to tell a soul would you confide in me?"

Edgar hesitated, then tears rushed to his eyes. He buried his face in his arm. "Honest, Mr. Johnson," he cried, "I'm not a bad boy. I don't want to be a bad boy. It's my—my feet."

"Your feet!" gasped the principal. "What do you mean?"

"They smell," wept Edgar. "They have a disease that makes them smell. I wash them twice a day, and still they smell, and when the others move away from me or turn up their noses it drives me crazy. That's why I've played truant. That's why I punched the boy. That's why I've been so mean in class to Miss Farnum."

Mr. Johnson put his hand on the boy's head. "Poor little fellow," he said. "You should have told me this before. The doctor will be here in an hour, and I have no doubt he can fix you up in no time."

A week later Edgar was happy again. His feet were as normal as any feet in school. He laughed and played happily with the rest. Twice a day he slipped into the office to empty the wastepaper baskets. That was his excuse, but really he wanted to do something for Mr. Johnson.

Beyond Lies God

Have you ever gone out at night and spent an hour looking up at the stars? I doubt it. Very few people have spent an hour in that way, and yet I venture to say that no other hour in your whole life would be so well spent from the standpoint of spiritual growth. An hour's study of the stars has a most peculiar effect upon a person. You cannot merely look at those pin-points of light sunk far overhead in the dark sky; you must think about them; you begin to see them as wonderful suns; you begin to wonder, and once you are started along the pathway of wonder, wonders never cease, to keep you going. Marvelous stars! Each one a world, white-hot, with a flaming mission in the vast workshop of God. Whither have you come? From what far hand have you dropped? Whither do you go on your ceaseless rolling around the deeps of infinite space? To what purpose do you flame, and into what glorious future do you and your fellows wheel like battalions going into action on a battlefield?

One night I tried looking up at the stars for an hour. The vast Arizona desert was around me. The vast winds from miles and miles of open land flowed over me, and above was the vast sky, dotted with its wonderful stars. I tried to imagine going from the earth to one of the stars, and looking off from that vantage point into more distant space. Beyond me I saw another star, and when I had reached that, I saw still another star. Where was there end in that tremendous journey? As I wondered the lines of a great poet came to me:—

THE MYSTIC

By Cale Young Rice.

I have ridden the wind,
I have ridden the sea,
I have ridden the moon and stars,
I have set my feet on the stirrup-seat
Of a comet coursing Mars;
And everywhere
Thro' the earth and air
My thought speeds, lightning-shod,
It comes to a place, where, checking pace,
It cries: "Beyond lies God."

Jonathan's Friend

Jonathan needed a friend the worst way. He had just overheard the plans of the Benkley gang, had been discovered, and pulled into the light of the bonfire.

"Listening, eh?" snarled Jed Benkley. "Well, we know what to do with eavesdroppers."

"But I didn't eavesdrop," cried Jonathan. "I'm a newcomer here, and I saw the fire, and thought you wouldn't mind if I sat down near it with the rest of you."

"Yeh?" said Jed. "But you were pretty quiet about how you slipped in. Now, listen, you heard what we said. Are you with us or not?"

"I never stole anything in my life," said Jonathan.

"Well, there's always a first time," sneered Jed, "and this is your first. Think we're going to let you go so's you can squeal on us tomorrow? Not much! You're going with us, and be first to climb in through the window of Shepley's store. If you try to run away—well, we know how to fix you, and we'll fix you plenty."

Jonathan shivered as he stood beside Jed under the broken window. "In you go," whispered Jed, "and walk right around and unlatch that side door, so's we all can get in. Be careful not to fall over a barrel, and don't make any noise. Go ahead! Climb!"

The store in which Jonathan found himself was dreadfully dark and full of things—barrels and rolls of oilcloth, that looked terribly like human beings. Jonathan hesitated, then made his way into the store itself.

He looked towards the front door. His heart stopped beating for a second. Dan Flaherty, the big, friendly policeman, who had given him an apple that very morning, stood with his broad back to the door, watching what went on in the street in front of him. Jonathan spent a single moment in thinking over the best thing to do. Would Dan understand? Could he explain? Then he tip-toed over to the big glass door, and tapped on it gently with his finger.

"Now, Jonathan," whispered Dan, "you stay right here, my boy. I'll open the bulkhead door myself. It's a surprised boy Mr. Benkley will be when I reach out and grab him."

Annette Wanted to Be First

Annette wanted to be first in everything. She was first in most things, too, for she was a bright girl. Arithmetic, however, was hard for her. She could not remember that seven times nine equals sixty-three. The day before the making up of the final marks the teacher gave a test on multiplication. To Annette's horror every example of the ten, but two, had seven times nine in it. Could there ever have been such unfortunate luck! Annette puzzled and puzzled. Seven times nine equals—but the thing it equalled remained hidden away in her mind. Only fifteen minutes remained. With eight examples wrong she would have the poorest examination report in the room. That, added to her other poor work in arithmetic, would place her near the end of the list. Across the aisle Thomas sat back, with his hands folded on the desk. He had finished five minutes before. He glanced sidewise at Annette. He smiled, for he knew what was troubling her. He had coached her in that very combination not three days before. Very cautiously he put his hands in his lap, then he showed a six with his fingers, and then a three. Annette jumped. Ten minutes— then eleven minutes passed. Annette sat back in triumph. Her paper was perfect. Suddenly Annette's face went pale. What had she done? Could she pass in that paper? What would her mother and teacher think if they knew? Besides, Thomas knew, and she liked Thomas and wanted his respect.

Sam and the Steel Trap

Sam found the steel trap hanging on the woodshed wall. Raphael said it was a good trap, and showed him how to set it. All the while Rover stood by wagging his bushy tail, and looking interested. "I wouldn't set the trap, son," said the hired man. "The muskrats around here are pretty scarce now, and you are more apt to catch someone's cat." "But Raphael says a good fur is worth five dollars," insisted Sam. "Maybe!" grunted the hired man, "but more likely you wouldn't get fifty cents." Sam, however, couldn't get the thought of the trap out of his mind. He looked at it whenever he went near the barn. It tempted him. "Guess I will set it," he would say. Then, "Guess I won't." All the while Rover followed him about, wagging his big bushy tail, and smiling up at him in real dog fashion. Saturday morning was just made for a ramble along the river. On a chance that he might want it Sam took the trap with him. As luck would have it he found the exact spot best suited for a muskrat trap. There were signs of rats everywhere. Without letting himself think any farther Sam set the trap and backed off and went home. "I wonder where Rover is," asked the hired man that evening. "Haven't seen him for three hours." Jim's heart stopped. "Rover!" Good old, faithful Rover! All his life he remembered Rover as his best loved playmate. Could it be that Rover was in the . . . ." Sam could not even think the word. With a cry of real sorrow he started running towards the river.

Like Ships at Sea

By William Sidney Hillyer

"Ships that pass in the night, and speak each other in passing."—Longfellow.

Each man is like a ship at sea,
On his way towards Eternity.
We sail across life's troubled main
To fruitful ports we hope to gain;
And some reach home, and some are wrecked
Upon the shoals of grim Neglect;
And some are lost in storms of care,
And some go down in deep despair.
So let us always speak each other;
As ship does ship, so man to brother.

The way is long, the night is dark,
The hidden shoal may wreck the bark,
So give the signal and the sign
That marks the true fraternal line.
This we may do ere we are gone,
We speak, we hail, and then pass on.

—Exchange.

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The BOOK TABLE

TAD. By Mae Foster Jay. Illustrated by Harold Cue. Boston: W. A. Wilde Company, publishers.

This is an irresistible girl's story. It is one of the few wholesome stories for girls of 1930. It is one of the best introductions to life in the Southwest, just outside of California, and equally just across the border from Mexico.

"Tad" is a fascinating combination of romance and industrial adventures of real girls in the new atmosphere of the newest American life.

It has every thrill that restless girls need in the inexplicable social complications of today.

If given half a chance this story will make Mae Foster Jay among the famous story writers for girls in this age that demands something wildly real, and at the same time wholesomely attractive.

THE PATH TO PEACE. Essays and Addresses on Peace and Its Making. By Nicholas Murray Butler, President, Columbia University. New York: Charles Scribner's Sons.

No other living American has had as remarkable opportunities to know intimately the governments of so many important countries over as wide a range of time as has President Butler, and no other American in civil life has established as universal confidence of those who can establish "peace on earth" as has he.

In this volume Dr. Butler enters "The Path to Peace" from twenty-two different by-paths. No one else has made a similar approach to one of the greatest interests of civilization.

HEATH SUPPLEMENTARY READERS. Favorite Greek Myths. By Lillian Stoughton Hyde. Cloth. Illustrated. Boston. New York, Chicago, Atlanta, Dallas, San Francisco: D. C. Heath and Company.

Greek myths have a literary flavor that can be found nowhere else in literature. They were created when human society was a tangible social activity, when the human mind was intensely alert, but nothing of nature was known.

It was inevitable that real life as it was known should be interpreted by nature as it was seen in action. Men of genius, brilliant in their thinking, were leaders in the thinking of lesser minds by their imagination in personifying, as it were, the forces and beauties of nature.

There is nothing more fascinating than the creations of brilliant intellects, explanations of everything wonderful, especially in the heavens, by day and by night; clouds of various shapes and movements, especially of the lightning in its varied flashings.

Not all children, nor children of all ages, appreciate the majesty and beauty of Greek Myths, but there must be early discrimination in the literary tastes of children. There is an appeal in the Greek Myths that reveals literary appreciation that is to the common mind what the spiritual life is to the higher life of some human beings.

GUIDING RURAL BOYS AND GIRLS. Flexible Guidance Programs for Use by Rural Schools and Related Agencies. By O. Latham Hatcher, Ph. D., President, Southern Woman's Educational Alliance. Edited by Emery N. Ferriss, Ph. D., Cornell University. 370 Seventh Avenue, New York: McGraw-Hill Book Company.

"Guidance" has come to be a universal necessity. Everyone is guided into activities that are worthy of one's time and effort.

The multitude of youths who are in crime careers today have been tempted or "guided" by vicious advisers. It is a well-established fact that there are organized forces at work to skillfully make criminals out of boys and girls.

Unless they have had trained guidance into careers that are both attractive and profitable the chances are that they will go violently wrong.

This is especially true of boys and girls in the country. The lure of the city is practically irresistible with most boys and girls in rural communities. Fathers and mothers on the farm are liable to fail to make the home and family attractive to youths.

Organized corrupters of youths expect easier game for their traps in the country than in the city.

"Guiding Rural Boys and Girls" is a great insurance policy socially, civically and industrially. No rural school should be allowed to be without a copy of this book, and no teacher should be employed who is not acquainted with it and who is not devoted to its achievement.

To neglect to insure one's house and barn would discount his ability to get credit if his neglect was known. A rural school that neglects the insurance of "Guiding Rural Boys and Girls" should have no credit for common sense.

KITTEN KAT. By Blanch J. Dearborn, Chester, Massachusetts. Illustrated by A. Gladys Peck and Eleanor Osborn Eadie. The Macmillan Company.

This supplementary primary reader is beautifully illustrated, and every page has something new that is attractive to children. The lessons have every latest plan promoting ability to read, and to make it easier to read, the next lesson.

THE STORY OF THE AMERICAN COLONIES. By Henry Smith Chapman. Under the Editorship of James Sullivan, Assistant Commissioner of Education, State of New York. Boston, New York, Chicago, Dallas, Atlanta, San Francisco: Houghton Mifflin Company.

The Tercentenary celebration of Massachusetts Bay Colony has clarrified colony history remarkably, and the facts in "The Story of the American Colonies" have corrected many of the misrepresentations of all earlier Colony stories.

The "story" is also given a rare literary setting. It is not only true to fact, but it is in keeping with the spirit of the present decade.

The illustrations are up-to-date in their quality and purpose.

SONNY ELEPHANT. A Jungle Tale. By Madge A. Bigham. Illustrated by Bertha and Elmer Hodder. Cloth. Boston: Little, Brown and Company.

This is a new way to have little children learn about the elephants in their African jungle, and their animal associates. It is a school plan, first and last, but it is true to the jungle spirit. The illustrations are an interesting story by themselves.

The new setting for the story creates a new interest, and develops a new taste for reading a whole book.

Books Received

"Work-Test Book in Physics." By A. W. Hurd. New York City: The Macmillan Company.

"Studies and Tests on Vergil's Aeneid." By Florence Waterman. Cambridge, Mass.; Harvard University Press.

"Our World of Education." By Harold L. Holbrook and A. L. McGregor.—"Science Discovery Book." Books One and Two. By Carpenter and Wood.—"Workbook in Civics." By R. O. Hughes.—"American History Workbook." By West and Wallace. Boston, Mass.: Allyn and Bacon.

"Political Parties in the United States." By R. W. Kelsey.—"Internationalism." By R. W. Kelsey.—"Historical Fiction." By Hannah Logasa.—"Bibliography of American Biography." By Florence H. Wilson and Howard E. Wilson.—"Illustrated Workbook, United States History." Books One and Two. Philadelphia, Pa.: McKinley Publishing Company.

EDUCATION IN ACTION

Three Schools Quit Testing New Ideas

The Lincoln School and Horace Mann Schools Bow to Convention's Demands As Educators Say Such Experiments Useless

College entrance requirements and the college board examinations have upset one of the most promising experiments in progressive education in the United States, in the joint opinion of President James R. Angell of Yale University, President Ernest H. Wilkins of Oberlin College and President Walter A. Jessup of Iowa State College.

The Lincoln School and the Horace Mann Schools for boys and for girls, founded by Teachers College, Columbia University, one to try out radical ideas in teaching, the other two to use the most progressive methods after trial, have succumbed to the fact that their graduates must meet specific requirements to get into college, the three college presidents agreed. They have become conventional preparatory schools.

Presidents Angell, Wilkins and Jessup investigated the schools as a committee of outside judges. Their opinion forms part of a report to the trustees of Teachers College by Dean William F. Russell.

The college presidents reported that "the three schools have exercised a wide and profound influence on the schools of the country," and both schools have modern buildings and increasing public support—the Lincoln School recently received $2,000,000 from the General Education Board established by John D. Rockefeller.

But, they said: "There appears to be little warrant for the maintenance by Teachers College of three high schools dominated, as the three high schools are at present, by the common purpose of preparation for the college board entrance examinations.

"There cannot be much experimentation and investigation in a high school where parents, pupils and teachers alike have their attention fixed upon college board examinations which become more difficult year by year."

The presidents suggested that the Lincoln School should arrange for a special dispensation from colleges, so that its graduates, who might lack some of the formal entrance requirements such as languages, because they had developed along new lines, would be admitted.

Dean Russell commented that educators are at odds today over what constitutes "sound educational theory."

Law Schools Closing In Latin America

The need for men trained in business, engineering and the sciences in Latin America is increasingly more apparent with the law losing favor. Panama's school of law was closed last year, but the school of arts and crafts, a manual training school, has remained open. Now from Bogota comes the news that the college of law at Rosario University, founded in 1657, will be closed next year, and in its place will be established a college of natural science. This has been one of the oldest and most noted schools of law in Latin America. Former President Abodia Mendez even during his term of office continued his lectures on constitutional law at the university. The increasing commercial and industrial development of Latin American countries has shown the need for nationals trained in geology, chemistry, and engineering. The lack of men so trained has resulted in the employment of many foreigners at high salaries. This, too, has probably caused Latin American students to look with less favor on literature and the law.

Prayers Legal At Graduations

The Attorney General for the State of Washington, John H. Dunbar, holds in an opinion given in response to an inquiry from M. Lyle Spencer, president of the University of Washington, that the practice of holding prayer and having a minister of the gospel deliver a sermon on commencement Sunday at the university or other public schools does not violate the State Constitution which prohibits the use of public money for any form of religious worship, exercise or instruction. Mr. Dunbar says in his opinion that the State Constitution prohibits devotional or religious instruction at the opening of the school day, or during any part of the school day, the singing of hymns, the reading of the Bible, and the opening of the school with prayer, but that he does not believe the prohibition should be extended to such exercises as are connected with graduation "which are not held in any true connection with school."

Broadcast Station For Schools Asked

A system of "centralized teaching" for the public schools of Atlanta, Ga., would be inaugurated if the application of the Atlanta Broadcast Company for a new local station in that city were approved, the Federal Radio Commission was told by A. L. Bellinger, a sponsor of the project. Appearing on behalf of his application for a station to operate on the 1,310-kilocycle channel with 100 watts power, Mr. Bellinger said the "schools would be put before the public," explaining that receiving sets are installed in schoolrooms of Atlanta Grammar schools. Besides educational programs broadcast during school hours, the witness stated that the station would provide "light, airy music" designed for the working people. He testified that the Mayor, Chamber of Commerce and the School Board have endorsed the project.

Home's Importance As School for Life

The long-suffering American family, progressively declining for the last half century, dwindling in size, losing its economic unity, leaving the ample homestead for the cramped city apartment, has nevertheless an important and expanding educational role, according to a dozen outstanding educators and psychiatrists, speaking at the conference of the Child Study Association of America in New York City. Home may no longer be the place where the cooking or the laundry is done, or where children learn the basic lessons of co-operation in common household tasks and games, but it still remains and should remain "the determining centre of influence in the development of attitudes and values, of preferences and aversions, of standards and ideals." The conference was a summons to parents to face this task, and to prepare themselves to be the intellectual guides, philosophers and friends of their children in a rapidly changing world.

Dr. Hibben Deplores Shallow Thinking

That the "crying need" in educaton today is the cultivation of thoroughness in observation and reasoning is the belief expressed by President John Grier Hibben, of Princeton University, in his annual report to the board of trustees of the university. President Hibben said that "the most conspicuous defect of the thought of today, and possibly most pronounced in our own country, is that of superficial thinking." This conclusion was reached by President Hibben after a discussion of the problems facing colleges in general, and Princeton in particular, in the years since the World War, and the methods which Princeton has adopted to meet these problems.

State Ownership Of Rutgers Urged

A plan under which all of Rutgers University, except the College of Liberal Arts, would be purchased by the State of New Jersey, and transformed into a State University, has been approved by the New Jersey Board of Regents, and will be suggested to the Rutgers trustees at their next meeting. The purpose of the transfer to state ownership is to lift Rutgers from the recurring financial difficulties in which the university finds itself annually, according to an announcement made by Charles W. Jung, secretary to the Board of Regents. Each year, Mr. Jung's statement declares, Rutgers finds it necessary to ask the State Legislature for funds, which are seldom appropriated in the amount requested.

Value of Sympathy In the School

Sympathetic interest in the individual was made the criterion of the good school, as well as of the home, by Dean William F. Russell, of Teachers College, Columbia University, in his address, recently, at memorial services for Marion Root Pratt, executive secretary of the Horace Mann School. "What is a home?" he asked. "It is the place where you live. The roof keeps out the rains. The walls protect from wind and snow. Fires yield warmth. Food is served, and a bed provided. Books, music and games are furnished for recreation and amusement. All of this may be had in a hotel or in an orphan asylum; but neither is a home. The spirit is missing. Personal love or affection is absent. There is no individual interest. This distinction is just as true in a school. Far and wide in this land and others there are magnificent schools with well-trained and well-paid faculties, libraries that are adequate, and buildings modern in every respect. We have standards for the ideal school that are commonly accepted; so many square feet of floor and playground space per pupil, so much window space, so many books, teachers to teach a given number of hours, pupils promoted thus and so, achieving certain recognized standards. Perfect in all these material ways, like the clinic or the asylum, these schools, nevertheless, may fail because the spirit may be absent.

City Pupil Healthier Than Rural

The much-pitied city child, whose unhealthful surroundings are chronically bemoaned, is actually apt to be sounder physically than his country cousin, according to the findings of the White House Conference on Child Health and Protection. Recent surveys have shown, according to the report, that "the rural school children have from one-half to twenty per cent. more physical defects than the city school children. The rural child gets a one-sided physical development. He lacks the medical care and health service facilities that the city child is offered." Apparently these more than offset the vaunted effects of country air.

Hamburg Exchanges Teacher With States

For the first time since the war a German teacher exchanges her school duties for those of an American. Miss Alice Pollitz, elected at Easter of this year as principal of the Realschule and the Oberschule for Girls, Lubeckertorfeld, Germany, goes via the Panama Canal to Bellingham, Washington, to remain one year. On her return Miss Pollitz will cross the Continent, stopping at various cities in order to study the educational system of the United States, and to obtain an insight into American school management.

Mind Guidance For Freshmen

Restoring to the modern college freshman the spiritual equivalent of Mark Hopkins and the log is the prescription for the ills of our higher educational system just proposed by the Carnegie Foundation for the Advancement of Teaching. At the close of the second year of its study of the relations of secondary and higher education in Pennsylvania, it states its conclusion: That the mass teaching in our colleges must at least be supplemented by a more personal contact. "No student," says the report, "should be admitted to the campus who cannot be placed immediately in charge of a competent representative of the college who will make him a subject of deliberate study, and will personally direct his education." From the first, each boy, according to the report, should have as tutor, or preceptor, one of the most sympathetic, experienced and scholarly professors the college has—a man with "the comprehensive educational interest of a college dean or president, unimpaired by his administrative distractions and isolation, and fired with a scholar's inveterate love of knowledge."

Earnings Reveal Benefits of College

College education for women pays in dollars and cents, according to a survey of the earnings of 14,000 business women, made by the University of Michigan in connection with the National Federation of Business and Professional Women's Clubs. College graduates show a financial advantage averaging $346 a year even over their sisters who have attended college without graduating. In general, women's earnings are shown to rise with the number of years of schooling they have had. Moreover, the advantage increases with age. The older the woman, the more her higher education seems to raise her earnings above the average income level.

Cup for Student With Longest Beard

The University of Kentucky student who grows the longest beard before a certain football game has been promised a silver loving cup, providing he shaves on the football field between halves of the game. The contest was

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announced by Su-Ky Circle, campus pep organization, which will award the trophy. Members of the varsity squad also resolved not to shave until this football game.

Teachers Lead Alumnae in Pay

Barnard College graduates who have entered the educational profession as teachers, deans and principals have higher average earnings than graduates who have entered other lines of work, according to records collected for the Barnard Alumnae Register on the earnings of 1,300 working graduates in 1929. The reports also show that earnings increase for graduates until they reach the age of fifty. The findings concerning Barnard alumnae who have entered education are contrary to that of a recent study made by the National Federation of Business and Professional Women's Clubs for the country as a whole. Women workers on a salary basis earned less than business and professional women on a non-salary basis, according to this study. Many women who were not college graduates and many living in small communities were included in this report, however.

Less Schooling Opposed by Governor

In his annual report to the President of the United States, Governor Waldo Evans, of the Virgin Islands, disagrees with the recommendations of Herbert D. Brown, chief of the Bureau of Efficiency, who has been conducting an economic survey of the islands, that a change be effected in the present educational policy there. The present system is based on what is known as the "six-three-three" plan—six years of primary and grammar school work, three years of junior high school, and three years of senior high school. Mr. Brown's proposal to Congressional committees is to emphasize, in the first six grades, manual training and home economics, and to organize the work of the seventh, eighth and ninth grades on the plan of an agricultural and industrial school with a junior high school department. While the governor concurs in the opinion that greater stress be placed on manual training and home economics, he contends that the last three years of senior high school should not be eliminated.

Columbia Lists 1,215,000 Books

Columbia University libraries now contain 1,215,000 volumes, according to the annual report of Roger Howson, librarian of the university. The total recorded use of books from the libraries during the last year was 1,628,095. Acquisition of the library of finance and economics of Edwin R. A. Seligman, McVicar professor of political economy, is declared by Mr. Howson to be "the most important single addition to the university library in its history." Classification of the Seligman collection of about 50,000 volumes is nearing completion in Schermerhorn Hall, under the guidance of Professor Seligman.

Girls Quit Cocktails To Study Economics

Debutantes are developing into sensible housewives, experienced in domestic economy. Word of the transition was brought by Jane Hinkley, Washington, who addressed the convention of the Utah Educational Association in Salt Lake City. Home economics in public schools are bringing about the change, slowly but surely, Miss Hinkley said. The girls are also being taught that ability to shake a wicked cocktail is not everything.

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GRINS BETWEEN GRINDS

Supervision?

An Irish woman said to her neighbor: "Mrs. Kelly, I understand you have been appointed the supervisor of knittin' in the schools."

"Sure," replied Mrs. Kelly.

"Well, it's a strange thing to me how you can be a supervisor of knittin' when you can't knit."

"Oh," said Mrs. Kelly, "you don't understand about supervising. I go into a school, and I say: 'Miss Brown, can your children knit?', and she says: 'No.' Then I say: 'Miss Brown, when I come around next month I want each pupil to have knitted a sock.'"

"Next month I go around, and I say: 'Miss Brown, where are the socks your pupils have made?' If the pupils have knitted socks, I am a good supervisor. If they haven't knitted the socks, Miss Brown is a poor teacher."—Milwaukee Teachers' Bulletin.

Oh! Oh! Oh!

The family was seated at the table with a guest, who was a business acquaintance of dad's, all ready to enjoy the meal, when the five-year-old son blurted out: "Why, mother, this is roast beef!"

"Yes," answered the mother, "what of it?"

"Well, pop said this morning that he was going to bring that big fish home for dinner tonight."

Next!

Jimmy (watching something tasty going into sick-room)—"Please, Ma, can I have the measles when Willie's done with them?"—Toronto Globe.

Mass Production is Fine

Applicant for Place—"Well, I don't know, mum. You have a very large family, and I'm afraid I couldn't do the work. I suppose you have great trouble in keeping girls, don't you?"

Sharp Housekeeper — "Yes, indeed. There is a big factory of handsome young men near here, and every one of my servant girls goes off and gets married after they have been with me a short time."

"Oh, well, I'll try it."—Flint County Herald.

A Real Art

Jim—"My wife's learning the piano, and my daughter the violin."

Joe—"And you—what are you learning?"

Jim—"To suffer in silence."

Aid to the Trade

Client—"The periodicals you have here are full of detective and murder stories."

Barber—"Yes, sir, then my clients' hair stands on end, and is easier to cut."—Der Goetz, Vienna.

Don't Mind Me!

A lady was entertaining the small son of a married friend.

"Are you quite sure you can cut your meat, Willy?" she asked, watching him a moment.

"Oh, yessum," he replied, without looking up. "We often have it as tough as this at home."—Pacific Magazine.

Informal Dress

"I liked the young fellow you were with the other night, so I asked him to dinner this evening. Told him to drop around in his business clothes."

"Oh, father! He's a swimming instructor."

Foresight

"Will you have the lady's name ingraved on the ring?"

"No, put: 'From Gustave to his first and only love,' and then I shall never have to have it altered."—Sondagsnisse Strix, Stockholm.

Jump

Vicar (concluding story) — "And now, children, would you like to ask any questions?"

Bobby—"Yes, sir. Please, how do you get into your collar?"—Passing Show.

Meetings To Be Held

DECEMBER

1-5: Association of Colleges and Secondary Schools of the Southern States, G. E. Snavely, Birmingham-Southern College, Birmingham, Alabama: Atlanta, Georgia.

1-3: Southern Commission on Higher Institutions, T. H. Jack, Emory University, Georgia: Atlanta, Georgia.

4-6. New York State Association of District Superintendents, L. J. Howlett, Morrisville, New York.

6: Association of Teachers of Mathematics in New England, H. D. Gaylord, 20 Garden Street, Cambridge, Massachusetts: Boston, Massachusetts.

10-13: American Vocational Association, Z. M. Smith, State House, Indianapolis, Indiana: Milwaukee, Wisconsin.

20-30: American Student Health Association, D. F. Smiley, Cornell University, Ithaca, New York: New York City, N. Y.

26-27: American Association of Teachers of Spanish, at Boston, Mass. (William M. Barlow, Curtis High School, New York City, Secretary.)

29-30-31: Modern Language Association of America, at Washington, D. C. (Carlton Brown, New York University, New York City, secretary).

29-January 3, 1931: American Association for the Advancement of Science, Secretary B. E. Livingston, Smithsonian Institute, Washington, D. C.: Cleveland, Ohio.

29-31: American Historical Association, Dexter Perkins, 40 B St. S. W. Washington, D. C.: Boston, Massachusetts.

29-31: American Philological Association, J. W. Hewitt, Wesleyan University, Middletown, Connecticut: Iowa City, Iowa.

29-31: American Psychological Association, C. C. Brigham, Princeton, New Jersey: Iowa City, Iowa.

29-31: American Society for the Study of Disorders of Speech, S. M. Stinchfield, Mt. Holyoke College, South Hadley, Massachusetts: Chicago, Illinois.

29-31: Classical Association of the Pacific States, W. Bailey, 1426 Warren Avenue, Seattle, Washington: Portland, Oregon.

29-31: Botanical Society of America, A. J. Eames, Cornell University, Ithaca, New York; Cleveland, Ohio.

29-31: Illinois State Teachers' Association, R. C. Moore, Carlinville, Illinois: Springfield, Illinois.

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29-31: New York Association Academic Principals, L. H. Strough, High School, Niagara Falls, New York: Syracuse, New York.

29-31: Modern Language Association of America, Carleton Brown, New York University, New York City: Washington, D. C.

29-31: Music Teachers' National Association, D. M. Swarthout, University of Kansas, Lawrence, Kansas: St. Louis, Missouri.

29-31: National Commercial Teachers' Federation, C. M. Yoder, 129 N. Prairie Street, Whitewater, Wisconsin: Des Moines, Iowa.

29-30: National Education Association, Department of Social Studies, B. L. Pierce, University of Chicago, Chicago, Illinois: Durham, North Carolina.

29-January 2, 1931: National Student Federation of the United States of America, M. H. Biehle, 218 Madison Avenue, New York City: Atlanta, Georgia.

29: Pennsylvania State Education Association, J. H. Kelley, 400 North 3rd Street, Harrisburg, Pennsylvania.

Scintillations

An economist is a man who tells you what to do with your money—after you have done something else with it.

Backbone won't get you anywhere—if the knob at the top of it is made of the same material.

Experience — that's what you get when you are looking for something else.

Hard times—a season during which it is very difficult to borrow money to buy things you do not need.

An income—something you can't live without or within.

It is easy to meet expenses these days—they can be met everywhere.

A man and a motor are alike in one way—too much knocking indicates that something is wrong.

There is one law which is fully enforced—the law of gravity.

The fellow who puts his wedding off until times get normal is apt to get normal himself.

Why do they call it a shipment when it goes in a car, and a cargo when it goes in a ship?

An optimist—someone who can always see the bright side of the other fellow's misfortune.

—New York State Education.

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